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ABSTRACT

Instructional, or educational, television can be an effective instructional tool if lesson plans are developed that promote interactive viewing and involve the students in a variety of integrated learning activities. Teaching methods will influence the decision to use educational television as well as the ways in which television programming is utilized during lessons. Additionally, the roles and responsibilities of teachers and distance education coordinators play an important part in the effectiveness of television viewing. Advantages of educational television include increasing student motivation, focusing attention, illustrating major points, summarizing key concepts, presenting otherwise unavailable experts or resources, and adaptability to any setting. Limitations of educational television include the need for supporting instructional materials, programming designed to reach a mass audience, the passive nature of television viewing, and lack of interaction between students and teachers. Telecourses, which supplement video programs with textbook readings, examinations, assignments, faculty guides, and teleconference class meetings, are a viable method of distance education using educational television. This brief guide outlines factors to be considered when selecting and/or developing video programs and integrating them into the curriculum. Notes on teaching techniques that work well when using ITV are included throughout. In the concluding section the telecourse roles and responsibilities of the instructor, the distance education coordinator, and the facilitator are outlined. (DB)

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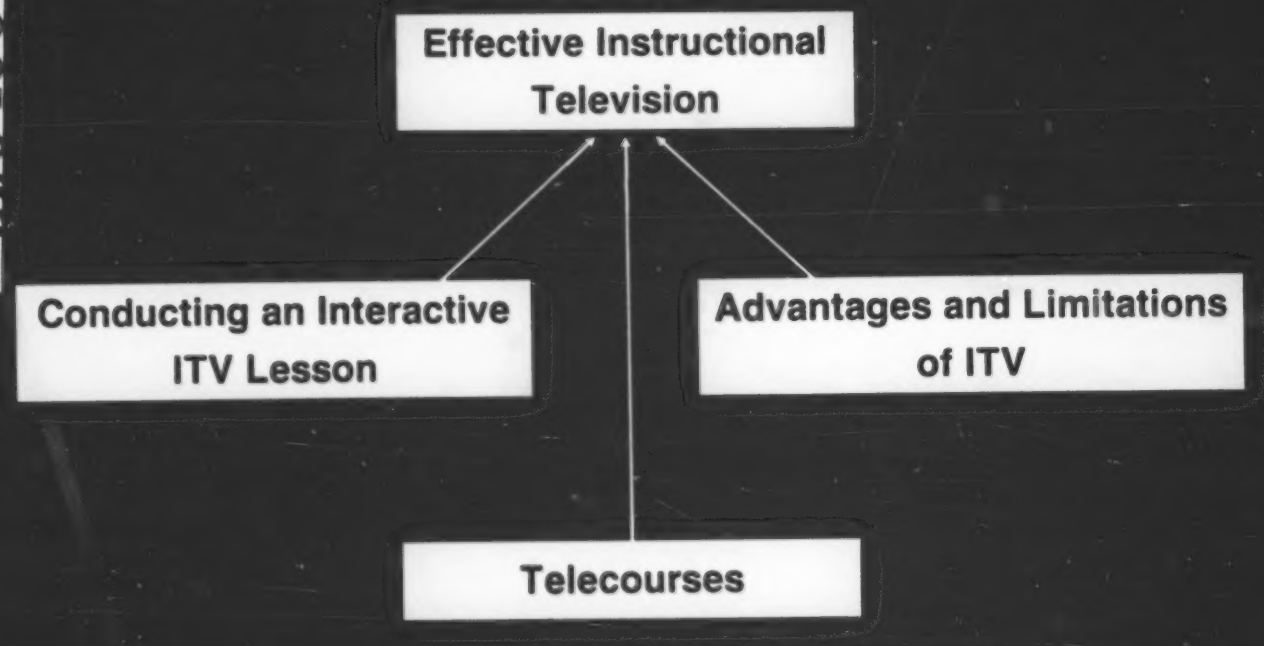

INSTRUCTIONAL TELEVISION (ITV) AT A GLANCE

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EFFECTIVE INSTRUCTION USING TELEVISION

Instructional television (ITV) can be an effective instructional tool. To assist you in using instructional television, this document provides some points to consider when selecting/developing video programs and integrating them with your curriculum. Notes on teaching techniques that work well when using ITV are also included throughout.

MAKING THE DECISION . . .

In determining whether ITV would make an effective component of your curriculum:

- **Identify curriculum, content, and student needs.**
- **Determine whether television is an appropriate medium.**
- **Review the catalogs of ITV materials for existing programming.**
- **Determine the best way to access the required video programs and obtain associated instructional materials.**
- **Preview the video program and/or associated materials.**

PLANNING TO USE ITV . . .

ITV can be integrated into your curriculum at three basic levels:

☐ ***Single Lesson.*** Programs address one specific topic or concept, or provide a lesson introduction, overview, or summary.

☐ ***Selected Unit.*** Series of programs provide the content foundation for a learning unit in the course curriculum.

☐ ***Full Course.*** Programs from one or more ITV series may be integrated into a full semester course, with the sequence of programs matching the course sequence. "Packaged telecourses" with supplementary learning materials (e.g., text, teacher's guide, student guide) can also be effectively used to cover an entire course.

The key to effective TV instruction is the development of lesson plans which promote interactive viewing and involve the student in a variety of integrated learning activities.

SOME ADVANTAGES OF ITV

☐ ***Integrating ITV offers many potential advantages, including:***

- **Visual imagery**
- **Motion**
- **Motivation/interest**
- **Skill teaching**
- **Persuasion**
- **Illustrating major points**
- **Summarizing key concepts**
- **Taking the student anywhere**
- **Presenting otherwise unavailable experts or resources**
- **Involving students in actual production of video programs**
- **Reaching any home/adapting to any setting**
- **Easy operation of equipment**

☐ ***Television can be particularly effective when used for:***

Introductions - ITV focuses attention and motivates.

Basic Instruction - In delivering primary content, ITV is most effective when combined with other interactive activities.

Summary/Review - ITV can provide an interesting "wrap-up" of content presented using other techniques and/or can be an effective way to review information presented before testing or evaluation.

SOME LIMITATIONS OF ITV

☐ ***There are some limiting factors to consider, including:***

- **ITV is not a "stand alone" teaching tool** — it typically requires support materials.
- **ITV is often produced using a "shotgun" approach** — meeting everyone's needs a little, but no one's completely.
- **Most packaged ITV aims at the "average" student** — many Alaskan students don't fit the typical mold.
- **ITV is typically used as a passive tool** — it's not interactive unless combined with audio conferencing, computers, correspondence, or presented in a classroom situation.
- **Production requires detailed planning and production skills** — ITV can be time-consuming and expensive to produce. Once completed, it is difficult to adapt or edit.
- **Student surveys show two common weaknesses of ITV** — lack of interaction between students and instructor, and lack of feedback on test scores and results.
- **ITV competes with commercial TV.**

CONDUCTING AN INTERACTIVE ITV LESSON

☐ ***Prior to viewing:***

- **Prepare viewers** for new terminology that may be used.
- **Provide necessary background material.** Set the stage.
- **Motivate students.** Arouse interest. Raise questions.
- **Counteract passive viewing** by suggesting key points to look for. Indicate information needed for follow-up activities to help focus viewing.

☐ ***During viewing:***

- **Be as attentive and involved in the lesson** as you want your students to be. Teacher participation is essential.
- **Start/stop the video** to clarify points, dispel confusion, and emphasize important concepts.
- **Repeat showings** of the video to reinforce content.

☐ ***Follow-up:***

- **Review concepts** and clarify misunderstandings by asking a few focused questions.
- **Lead discussions** that will help students form generalizations/conclusions and generate interest in activities.
- **Integrate activities** to reinforce and expand on the content, including quizzes and worksheets, role-playing, conducting experiments, and further research. Teacher guides frequently provide creative ideas to apply.
- **Get feedback from your students** on the strengths and weaknesses of the instructional materials utilized.

TELECOURSES

A telecourse is a course of instruction that, through the use of television, allows students to study at home or in the classroom — "distant" from their instructor in time and space. In addition to video, most telecourses have other components, such as:

- **Study guides**
- **Textbooks and readings**
- **Examinations**
- **Assignments**
- **Optional activities**
- **Occasional or frequent audio conference class meetings**
- **Supplementary materials, such as audio tapes**
- **Telecourse procedures notebooks (administrative guides)**
- **Faculty guides**

TELECOURSE ROLES AND RESPONSIBILITIES . . .

There may be several key players in administering a telecourse. Their roles and responsibilities include:

☐ ***Instructor:***

- **Become familiar with all components.**
- **Prepare/adapt supplementary materials to meet Alaskan student needs.**
- **Prepare orientation letter to students.** Include course objectives, materials list, requirements, available resources, and college policies.
- **Deliver course, usually over a distance.** Interact with students via audio conference, letter, computer, and phone.
- **Try to meet with individual students/sites,** preferably in person, at least once during the course.
- **Provide student support or referral.**
- **Maintain student records.**
- **Prepare and evaluate quizzes and tests.**
- **Hold office hours** (when available by phone or in person).
- **Conduct discussion groups/review sessions.**
- **Assign grades.**

☐ ***Distance Education Coordinator:***

- **Provide or secure course approval.**
- **Identify, obtain, maintain local staff.**
- **Advertise for rural facilitators and recommend hiring.**
- **Coordinate staff training/orientation.**
- **Provide supplies to facilitator.**
- **Coordinate audio conferencing.**
- **Work closely with registrar, local media, and community groups** to promote successful student enrollment.
- **Maintain close communication with instructors.**
- **Direct paperwork/assignments** from the site facilitator to the instructor, registrar, etc.
- **Act as overall project monitor.**
- **Prepare and monitor project budget.**
- **Work closely with student services.**
- **Coordinate promotion of the course.**
- **Work with other units** that use distance education to facilitate and coordinate course development and materials selection and purchase.

☐ ***Facilitator:***

- **Maintain a designated space** for class and college use.
- **Perform recordkeeping.**
- **Provide student materials** (when not mailed direct).
- **Provide the instructor** with student feedback.
- **Provide the student** with the college requirements.
- **Link the student** with college staff and support services.
- **Link the college** to the community.

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FOR MORE INFORMATION:

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